

*'At Holywell Village First School we have high aspirations for our children to become well-rounded and responsible future citizens. They are happy, independent and have positive self-esteem. Our children have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.'*



This policy is a statement of intent and principles relating to the school's curriculum. It will be reviewed biennially by the Governing Body Strategic Policy and Direction Committee.

### **Curriculum Intent - our curriculum is how we drive our school vision:**

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At Holywell Village First School staff and pupils continually review the curriculum to make sure it delivers the school vision.

We make sure that every child has the best start in life. Our curriculum intent is based on our vision, through which we deliver a broad, balanced and rich curriculum to prepare every child for the next stage and their future life. Furthermore, we ensure the curriculum is appropriate for the pupils of our school as well as the local and wider community.

We strive to instil the core elements of the vision in our pupils so that by the end of year 4, pupils leave our school ready for the challenges and opportunities offered in the next phase of their education.

Standards are high in the core subjects whilst also delivering excellence and a broad and balanced knowledge-based foundation curriculum. As a body of staff we see ourselves as learners; strategic planning and a continual willingness to continue our own professional development underpins our sense of responsibility to develop pupils' thinking and acquisition of knowledge.

We have carefully analysed the purpose (intent), design (implementation) and impact of our curriculum and asked the following question:

**How Do We Make Learning an Adventure at Holywell?** Excellence in teaching and enjoyment of learning is at the heart of our vision. Pupils' individual and collective needs also drive curriculum design. We actively seek the views of pupils to ensure the curriculum is real and relevant to them. We believe that our pupils should be active and curious learners and the curriculum should develop their thirst for learning. We believe that pupils' acquisition of knowledge is enhanced through carefully planned and constructed learning experiences. We believe that there is no 'right way' to teach and learn. We construct our curriculum, plans and lessons so that pupils can learn in different ways: out of doors, through play, in small groups, from one another, from their teacher and from adults other than teachers. Lesson design is 'low threshold, high ceiling' so that all pupils can access the learning and there are opportunities for greater depth/mastery knowledge acquisition.

**At Holywell Village First School we have designed our curriculum to meet the needs of our children:**

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1. It meets the statutory requirements
2. It is unique to our school and takes into account the pupils' current and prior knowledge and experiences
3. The school vision drives the curriculum
4. The curriculum is constructed to ensure reading is prioritised to allow pupils to access the full curriculum offer and to become fluent and confident readers
5. Our curriculum planning for mathematics carefully sequences knowledge, concepts and procedures to build mathematical knowledge and skills systematically. Our curriculum identifies opportunities for mathematical reasoning and solving problems which allow pupils to make useful connections
6. English and maths are vital if pupils are to acquire the basic skills for life; however all other statutory and non-statutory subjects have equal importance in our curriculum. It is genuinely broad and balanced – we offer a wide range of experiences, opportunities to do things in different ways
7. Social Moral Spiritual and Cultural education as well as instilling the importance of British values strengthens our curriculum
8. Our curriculum promotes deep knowledge acquisition not only for the highest ability pupils. All pupils have the opportunity and are encouraged to challenge themselves and to apply their new knowledge
9. It engages and inspires the children.

We have high expectations of all our pupils and ensure that the work is planned and managed so that every pupil is supported and challenged. A high priority is placed on all lessons demonstrating clear shared learning intentions, ensuring the pupils understand how to be successful. Effective questioning, vocabulary development, active learning, peer and self-assessment, along with high quality feedback and target setting are core principles in our school.

### **Guidelines**

#### **Information About the Curriculum**

Each of the following documentation is available via the school website:

- Subject policies (statutory, RE & PSHE)
- Whole school long term plan which sets out the topic for the academic year
- The relevant medium term plans for each subject
- Parental overviews each half term.

#### **Roles and Responsibilities**

The Head teacher takes overall responsibility for the curriculum and the **Intent**. The deputy head takes responsibility for the learning and delivery of the 'Creative Curriculum' – how we make our curriculum real and relevant to pupils at Holywell Village First School.

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Subject Leaders are supported to monitor their particular subject ensuring that it is **Implemented** consistently and effectively in line with the agreed policies.

Class teachers are responsible for the **Impact** of the curriculum via their planning and teaching of high-quality lessons.

Consultation relating to the curriculum is facilitated through the annual stakeholder consultation processes, from parents through newsletters and questionnaires, from children through questionnaires, class discussion and the school council, and from staff and governors at their regular meetings.

### **Inclusion - provision for all children**

See SEND policy and SEND Information report (available on the school website).

### **Assessment**

See Assessment, Marking and Feedback, Let's Write and related subject policies.

### **Reporting on Attainment**

All work carried out by the children is monitored and evaluated. A written school report is made available to parents annually in the summer term. Parents/carers are invited to Parent/Teacher Consultation meetings in the autumn and spring terms. The Governing Body receives regular reports on the children's attainment. Regular Pupil Progress meetings are held between the head teacher and teachers whereby the progress of each child is discussed and appropriate adjustments and provision are made. There is a named governor who holds the strategic overview for this process and this is reported back to the full Governing Body.

### **Extra-curricular activities**

A wide-range of out-of-hours activities is offered at the start of each half term. Parents/carers of children wanting to attend such activities are asked to sign a consent form. We have many enrichment activities organised by external providers. Some of these clubs are funded via Sport Premium and Pupil Premium funding and ring-fenced for these pupils before being made available to the wider school population.

### **Review of Policy**

The effectiveness of this policy is reviewed regularly by the staff and annually by the Governing Body.

Date Adopted: 23<sup>rd</sup> January 2020

Signed Headteacher: \_\_\_\_\_

Chair of Committee: \_\_\_\_\_

Date: 27th January 2022

This policy will be reviewed Spring 2024